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ABSTRACT

A practicum project was designed and implemented to improve and increase kindergarten through third-grade students' awareness of responsible citizenship. To attain this goal, efforts were made to (1) insure that teachers became knowlegeable about teaching strategies that impart an awareness of law-related concepts; (2) increase students' awareness of the law and citizen responsibilities through increased community involvement; (3) expose students to careers within law agencies; and (4) develop a medium through which pupils in kindergarten through sixth grade can show the community and other classes their growth in citizenship skills. Results of student pretests and posttests, teacher questionnaires, records of visiting community resource personnel, implementation of career units, and three published editions of a student newspaper provided evidence that the goals of the practicum had been attained. (RH)

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PRACTICUM REPORT

Ed.D. Program in
Early and Middle Childhood

NOVA UNIVERSITY
3301 College Ave.
Ft. Lauderdale, FL

BY: Alice Cross

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PROGRAM DESIGN FOR DEVELOPING LAW AWARENESS IN PRIMARY GRADE CHILDREN

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Abstract

This Practicum II addressed the needs of the students in grades kindergarten through grade three at Tangelo Park Elementary School to improve and increase awareness of responsible citizenship.

The major goal of this practicum was to increase responsible citizenship awareness by having teachers become knowledgeable of teaching strategies that import an awareness of law-related concepts; to increase community involvement so that students would become aware of the law and citizen responsibilities; to expose students to careers within law agencies; and to have the students participate in writing and publishing a school newspaper to show to the community and other classes their growth in citizenship skills.

The goals of this practicum have been met as evidenced by the results of student pre and post testing instruments, teacher questionnaires, community resources personnel coming to Tangelo Park, implementation of career units, and three published editions of the student newspaper, The Tangelo Park Times.

In order that men may be prepared for self-government, their apprenticeship must commence in childhood. The great moral attribute of self-government cannot be born and matured in a day; and if school children are not trained to it, we only prepare ourselves for disappointment.

Horace Mann, Educator
1776 - 1859

"The Father of Public Schools"
by the
1900 New York University Hall
of Fame Committee

CHAPTER I

A. The Writer and Work Setting

This educator is a certified teacher in the State of Florida (#304708: Highest Acceptable Level of training) and is employed by the Orange County Public Schools, Orlando, Florida, as a curriculum resource/primary specialist to enhance the academic development of the students at Tangelo Park Elementary School.

Within twelve months, this educator has generated over twelve thousand dollars to the school by having educational grants funded from the county, state and federal levels of government. During the year the author managed and supervised grant programs in the areas of parenting and law awareness. She served on the Orange County School Superintendent's Advisory Council, was a Staff Development Instructor and a Consultant for the Career Education Department.

As a direct result of the author's consistent commitment to the education of the lower-economic group, EPOCH Magazine, a Logan Publication, has published several of her articles on the education of reluctant learners in predominently black schools and was recently asked by the editor of EPOCH to be a monthly contributing writer for the "Educator's Corner." (Note 1)

At Tangelo Park Elementary the author had the responsibility to develop curriculum for students with

special concern in the areas of reading and mathematics and for placing students on their correct instructional level; monitoring the math and reading management systems; ordering texts and enrichment materials for all grades; recommending classroom adjustment to meet the needs of the students and supervising the Compensatory and Primary Education Program aides.

Tangelo Park Elementary has three classes of grades kindergarten through six. The school has a principal, primary specialist/curriculum resource person, primary specialist/guidance counselor, 21 classroom teachers, learning disabilities resource teacher, physical education teacher, media specialist, an art teacher and a half day music teacher. The classrooms are self-contained. As of November, 1982, there were 536 students: 84 percent black and 16 percent white; 72 percent are on free or reduced lunch. The school participated in three educational programs that employed teacher aids; Primary Education Program, four aides; Chapter One, seven aides; Compensatory Education, three aides.

CHAPTER I

B. Description of Community

Tangelo Park is a predominately black community situated in the southwest area of Orange County, Florida and eight miles southwest of the downtown Orlando area. This area is a neighborhood of single family dwellings, many of which were vacant and boarded up due to past neglect, fire and vandalism; but are now made liveable by the Housing and Urban Development Program (HUD) and leased to families under the federal government program of subsidized housing. As one travels two blocks west of the school there is a community recreation center that is unused due to neglect and vandalism. At one time this was a focal point of the community since it housed a clubhouse, swimming pool, bar-b-que pits, picnic tables and park area; but since a flight from the community of both black and white professionals, this complex remains vacant and a danger to small children when they climb the six foot fence to "play" in the stagnate pool or explore the unsafe clubhouse.

At the entrance into Tangelo Park there is a gas station (usually selling a gallon of gas five to ten cents more per gallon than other Mobile stations); a 7-Eleven convenience store that has had numerous drug raids and arrests by the Orange County Sheriff's Department, (McFarland, Note 2); a disco-pool hall, the Black Gold,

which offers video games, billards and dancing to the youth of Tangelo Park and is frequented by the Orange County Sheriff and Fire Department because of drug over-dose, assaults and batteries leading to a paramedic response and fires caused by fire bombs set to cars, restrooms and trash cans. (Auflick, Note 3) Next to the Black Gold is a Veterans's of Foreign Wars (VFW) establishment utilized by Black veterans of World War II living in the southwest Orlando area. (Wheeler, Note 4) The largest business, Southern Bell Maintenance Facility Department, employs 304 workers who are dispatched daily to service the tri-county area.

Orange County Fire Station #52 is located two blocks east of the entrance into Tangelo Park. This fire station is surrounded by a ten foot high chainlinked fence due to the high crime rate within this area. During the month of September, 1982, there were three confirmed break-ins at the fire station resulting in theft and vandalism committed by juveniles. (Auflick, Note 5) This fire station is manned 24 hours per day, seven days a week.

Due to the increased concern about the high crime rate, the residents have established a Neighborhood Crime Watch under the guidance of the Orange County Sheriff's Department.

Since the school complex is within the residential area, most of the students walk to school; however, nine

percent of the students are bussed into Tangelo Park Elementary from Yogie Bear Campground/Mobile Home Park on southwest Interstate Four and less than twenty students come from a high-priced condominium complex off a nearby four lane highway, Kirkman Road.

CHAPTER II

Study of the Problems

A. Problem Statement

To comprehend the need for children within the ages of five to eight years to become aware of the rights and duties of a responsible citizen, one must fully understand the contemporary, cultural and environmental scene that is the backdrop against which a youngsters' behavior takes place. Educators must stop and contemplate what the human race has spent time doing in past generations in order to address the needs of the children who will live in that society. One quickly assesses that people have spent all of their time in the remote past on survival and functions that are related to it. While fire-building, home-building and food-hunting were the basic needs of early man, these chores have been practically eliminated or reduced to a point where they consume very little time of the modern American citizen. (Hahn, 1978) Citizens today spend less time than ever before on anything that even comes close to the immediate filling of his/her survival needs. Today, people spend more time in responding to pleasure stimuli and status mechaniams, and in accumulating more possessions. Thus, from the beginning of time until now, a complete reversal in the essential operations of the time-consuming efforts of humans have taken place. Today's society has probably consumed more of the world's resources

than in all previous recorded history. (Riessman, 1962) In the area of transportation alone, a seventy-five year old person has seen us grow from the point where we used the beast of burden, through the invention and use of the automobile, through the airplane, through the jet age and now emerging on an era of outer space travel. (Note 6) In the area of communication the advances are even more startling because Americans have passed through telephone, television and into Tel-Star and transistorized marvels. (Note 7) In the field of literacy and education there is more dissemination of knowledge, (whether it be good or bad information, literature or pornography), more learning situations of a formal nature than ever before in the history of mankind. (Note 8)

Theologically, citizens have been affected by tremendous change of discipline and questioning of doctrine. (Note 9) Sweeping changes are present in education (Butts, 1980), economic patterns, production and consumption and recreation. People are faced with crises in many major areas of living. All is seemingly in turmoil and very little of the old, familiar and comfortable remains the same, unthreatened by impending alteration or destruction. (Hahn, 1978)

As citizens move into this tremendous period of challenge, they basically remain the same, but every single thing around them seems to be in turmoil. This is obvious

in the problems of youngsters. One contemporary observer states that too much change in too short a time produces a shattering stress and disorientation in individuals and in groups, especially the young. Toffler (1970) warns that unless people are able to effect a balance between rates of change, we are subjecting our children to "future shock" if we do not give them a reason to develop their intellect and a vehicle to exercise their rights and freedoms. Attachment to things and places becomes impossible when a "throw-away" atmosphere (portable classrooms moved in and out of elementary school campuses) is coupled with high mobility in society, as industry and professions require more and more family moves. Lasting personal relationships diminish rapidly as technology keeps changing our roles along with our location and that of familiar possessions. (Isaacs, 1972) In this environment adults need to present to children not only the development of basic academic skills, but a purpose for this knowledge, a meaning to their life, a reason for them to keep on "the straight and narrow," and a reason to obey rules in a rather chaotic society. Educators, parents and the community must begin to have primary age children develop an awareness of responsible citizenship so that in our next generation America will not witness the kind of citizen dropout that Thomas Jefferson imagined when he asked, in his First Inaugural Address, if the American experiment in

self-government might wither for lack of energy to sustain it.

CHAPTER II

B. Evidence of the Problem

Education must prepare children to become productive members of society. (Bush, Talent, 1982; Butts, 1980; Rosenzweiz, 1982; Gow, 1980). According to the most recent Federal Bureau of Investigation statistics (1975) young people under the age of eighteen years comprised about 17% of those charged with assault, 20% of those charged with rape, about 30% of those charged with robbery and more startlingly, these same statistics reveal an increase in violent juvenile crime for non-urban areas of almost 20% during the same five-year period. During the 1970's there was an arrest of about 1.6 million youngsters under the age of 18 in the United States. The Danforth Foundation and the Charles F. Kettering Foundation cosponsored a National Task Force on Citizenship Education which resulted in law enforcement agencies advising educators that the nation is witnessing an all-time high in teenage suicides, vandalism, pregnancy, drug abuse and alcoholism (1978). While many attempts to explain the problem behavior of a large number of adolescents in our society simply in terms of the "baby bulge" (which has taken us from 24,000,000 young Americans in 1950 to 44,000,000 in 1978) close investigation indicates that there are many cultural and environmental factors which also need to be considered.

The United States now has one of the worst crime

records of any country in the world. (Brown, 1973) This is confirmed by the Gallop International which revealed data in early 1976 relating to the quality of life of people living in different areas of the globe and embracing a large percentage of mankind. The Gallop research reported that more crimes are now committed in the U.S. than any place in the world except for certain disadvantaged sections of Latin America and Africa. Furthermore, recidivism in the U.S. is proliferating at an alarming pace. (Brown, 1978) The rate of crime in the United States doubled in 1962 and then again about 1970. If the number of criminal acts continues to double every eight years, then the quality of life in America will be seriously impaired, and the nation will have to turn to alternatives which are unacceptable in a democracy. (Hackler, 1978)

Crime statistics which are especially disturbing to educators deal with the acceleration in the number of crimes committed by children under the age of 18 years. Between 1960 and 1974 juvenile arrests jumped by +138 percent. Between 1963 and 1973 the number of arrests per 100 juveniles increased from 7 to 13.5 percent. National arrests of the young for violent crimes have tripled - from about one arrest per 400 juveniles to about one arrest for every 140 juveniles. (Greacen, 1975) Persons under eighteen now account for nearly 50 percent of all arrests

for serious crimes nationwide. These statistics alone are more than justification for developing and implementing a law awareness program for children in grades kindergarten to third grade to increase and begin an awareness of responsible citizenship.

The 1981 Annual Report of all Crime in Florida is compiled by the Florida Department of Law Enforcement, Tallahassee, Florida in accordance with Florida Statue 283.27 to inform the Governor, Legislature, prosecuting authorities and law enforcement agencies of the nature and extent of crime in the State of Florida. This report states that in 1981 83,537 uniform crime arrests of juveniles took place while there were 379,917 adult arrests. Although these figures are high, there has been a drop in the percentage of juvenile arrests. Table 1 compares the percent distribution between adult and juvenile arrests.

Table 1

COMPARISON OF ADULT AND JUVENILE ARRESTS IN FLORIDA 1977-1981

Year and Quarter		Total Arrests	Adult	Juvenile	Percent Distribution*	
					Adult	Juvenile
JAN-MAR	1977	94,809	71,963	22,846	75.9	24.1
	1978	99,380	74,789	24,591	75.3	24.7
	1979	105,344	77,808	27,536	73.9	26.1
	1980	111,522	85,770	25,752	76.9	23.1
	1981	116,692	93,667	23,025	80.3	19.7
APR-JUN	1977	93,357	69,717	23,640	74.7	25.3
	1978	93,679	68,493	25,186	73.1	26.9
	1979	98,870	72,483	26,387	73.3	26.7
	1980	109,866	85,002	24,864	77.4	22.6
	1981	114,825	93,220	21,605	81.2	18.8
JUL-SEP	1977	88,441	66,061	22,380	74.7	25.3
	1978	91,633	68,417	23,216	74.7	25.3
	1979	95,526	72,272	23,254	75.7	24.3
	1980	108,647	86,143	22,504	79.3	20.7
	1981	117,231	97,792	19,439	83.4	16.6
OCT-DEC	1977	87,631	66,831	20,800	76.3	23.7
	1978	93,535	69,095	24,440	73.9	26.1
	1979	98,655	75,094	23,561	76.1	23.9
	1980	105,187	83,068	22,119	79.0	21.0
	1981	114,706	95,238	19,468	83.0	17.0
TOTAL	1977	364,238	274,572	89,666	75.4	24.6
	1978	378,227	280,794	97,433	74.2	25.8
	1979	398,395	297,657	100,738	74.7	25.3
	1980	435,222	339,983	95,239	78.1	21.9
	1981	463,454	379,917	83,537	82.0	18.0

*Percent distribution may not total 100.0 due to rounding.

FDLE TABLE

Table 2 shows the trends in the juvenile population and juvenile arrests. It is worthy to note that during the summer months, July-September, there is the least amount of arrest of juveniles.

Table 2

Trends in the Juvenile Population and Juvenile Arrests

	Population at Risk	Arrests (ages 0-17)	Arrests (ages 0-17) Per 1000 Population at Risk
1981	1,194,763	83,537	69.9
1980	1,178,628	95,239	80.8
1979	1,177,273	100,738	85.6
1978	1,198,286	97,433	81.3
1977	1,215,416	89,666	73.8
1976	1,224,705	94,283	77.0
1975	1,283,574	106,214	82.7

1. "Population at Risk" indicates public and private school enrollment, grades 4-12 (ages 10-17).
2. Seventeen year olds were not counted as juveniles prior to 1974.
3. Arrest data obtained from Florida Department of Law Enforcement Annual Report.
4. During 1975 status offenses were decriminalized. A significant decline in arrests the following year is most likely attributed to the law change.
5. Summary: The 1981 population at risk was 6.9% lower than for 1975, while the number of juvenile arrests has decreased 21.4% since 1975.

Prepared by: DHRS-PDCYFD
July 8, 1982

The Florida Department of Law Enforcement has compiled the statistics of percentage change in index offenses (murder, rape, robbery, aggravated assault, breaking and entering, larceny and motor vehicle theft) over 1977 to 1981. Criminal activity is up in all offenses, larceny the least percentage increase +33.0% to robbery +123.3%. These figures include juvenile and adult crime, thus gives a picture of society in general. (See Figure 1 for Florida percentage change in index offenses. Figure 2 charts the proportion of total arrests by juveniles. Figures 3 and 4 note the arrests are clearences for 1981. Figure 3 noting adult and juvenile crimes, with figure 4 graphing the arrests and clearances of juveniles) Operationally, law enforcement agencies record a crime as cleared when they believe they know who the offender is. Some clearences occur without an arrest and include cases where witnesses or victims decline to testify, the offender is being prosecuted by another jurisdiction, the offender admits to a number of crimes but is not arrested for each separate crime, or the offender is unavailable. Consequently for many crime categories, these are more clearances than arrests. Figures 3 and 4 are from Juvenile Crime In Florida: Myths and Facts prepared by the State of Florida Department of Health and Rehabilitative Services, the Children, Youth and Family Program Office, Data Analysis Unit in July, 1982. Figure 4 shows an overwhelming picture

of more arrests of juveniles being recorded than clearances. One possible explanation which may help explain this finding is that recent research (HRS, 1982) shows that juveniles typically commit crimes in groups. Another explanation may relate to the investigatory process and the rules of evidence in juvenile court. It may be that juveniles are arrested and detained more readily than adults since juveniles are not subject to rigid rules of evidence and are not subject to bail. However, for the purpose of this practicum this author is showing the figures to prove that there is indeed a problem of young people committing unlawful actions that does lead to arrest by law enforcement agencies.

Figure 1

FLORIDA PERCENTAGE CHANGE IN INDEX OFFENSES—OVER 1977
1977-1981

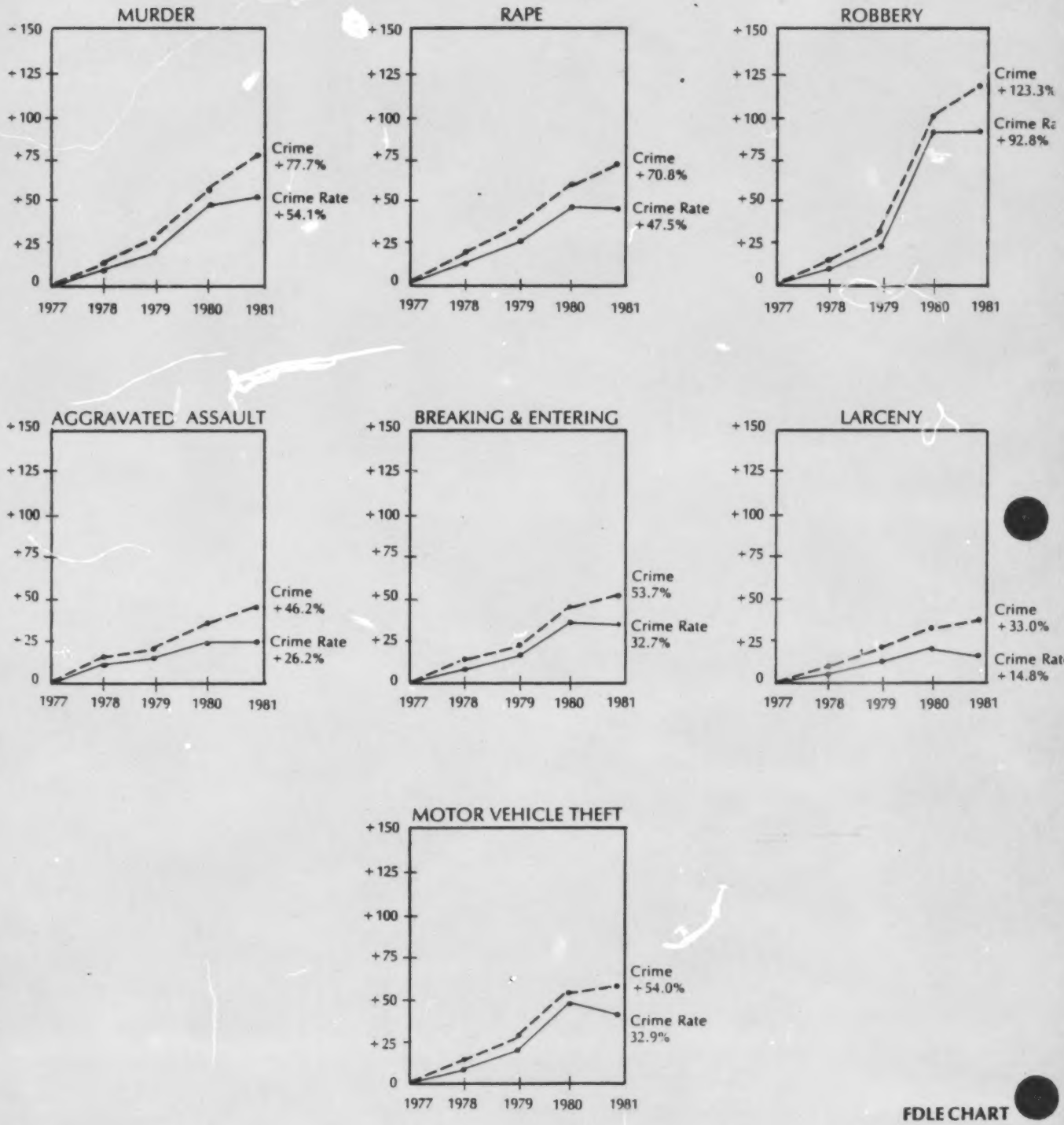

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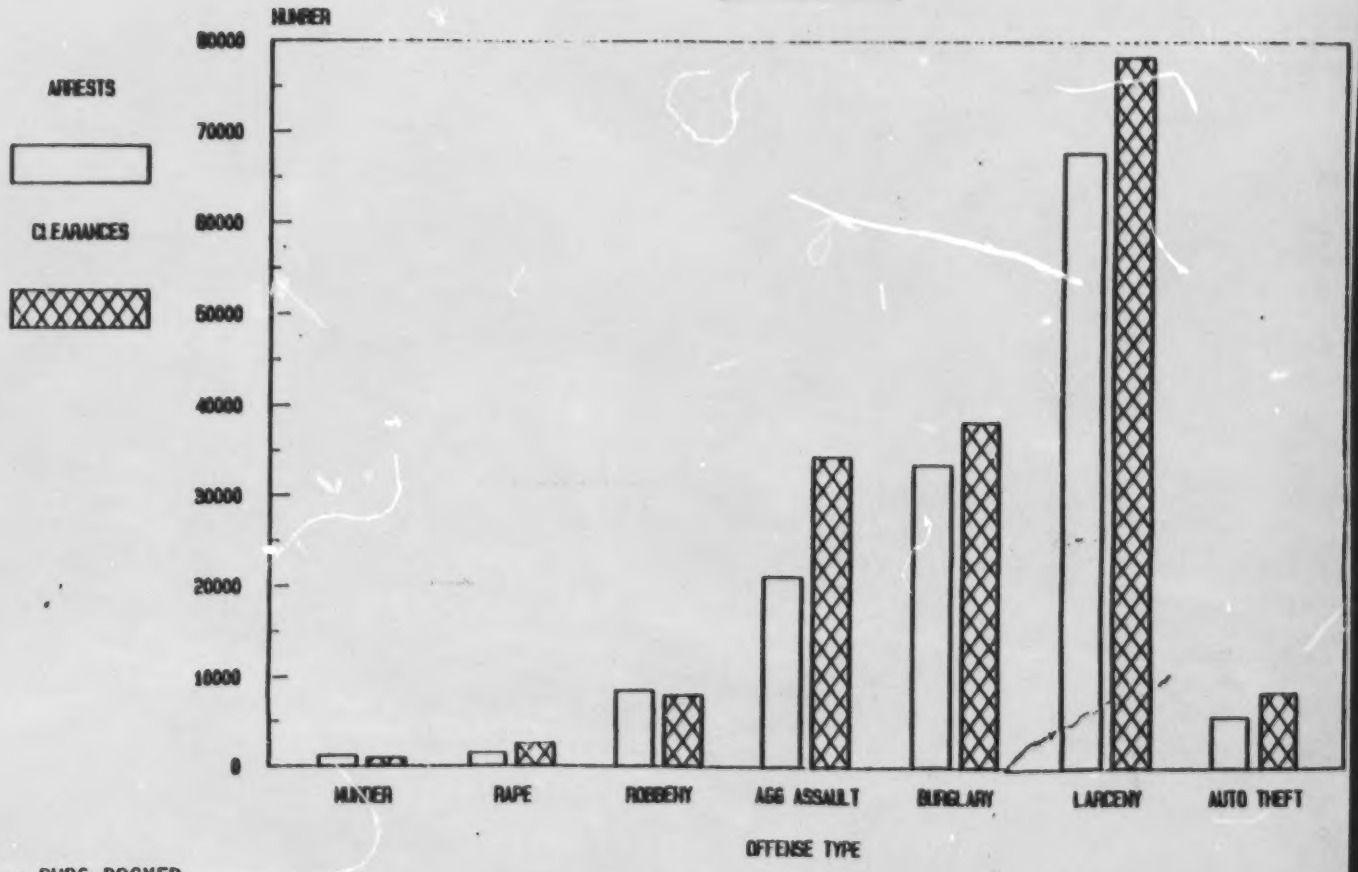
Figure 2

ARRESTS AND CLEARANCES, PART I, 1981

(ADULT AND JUVENILE)

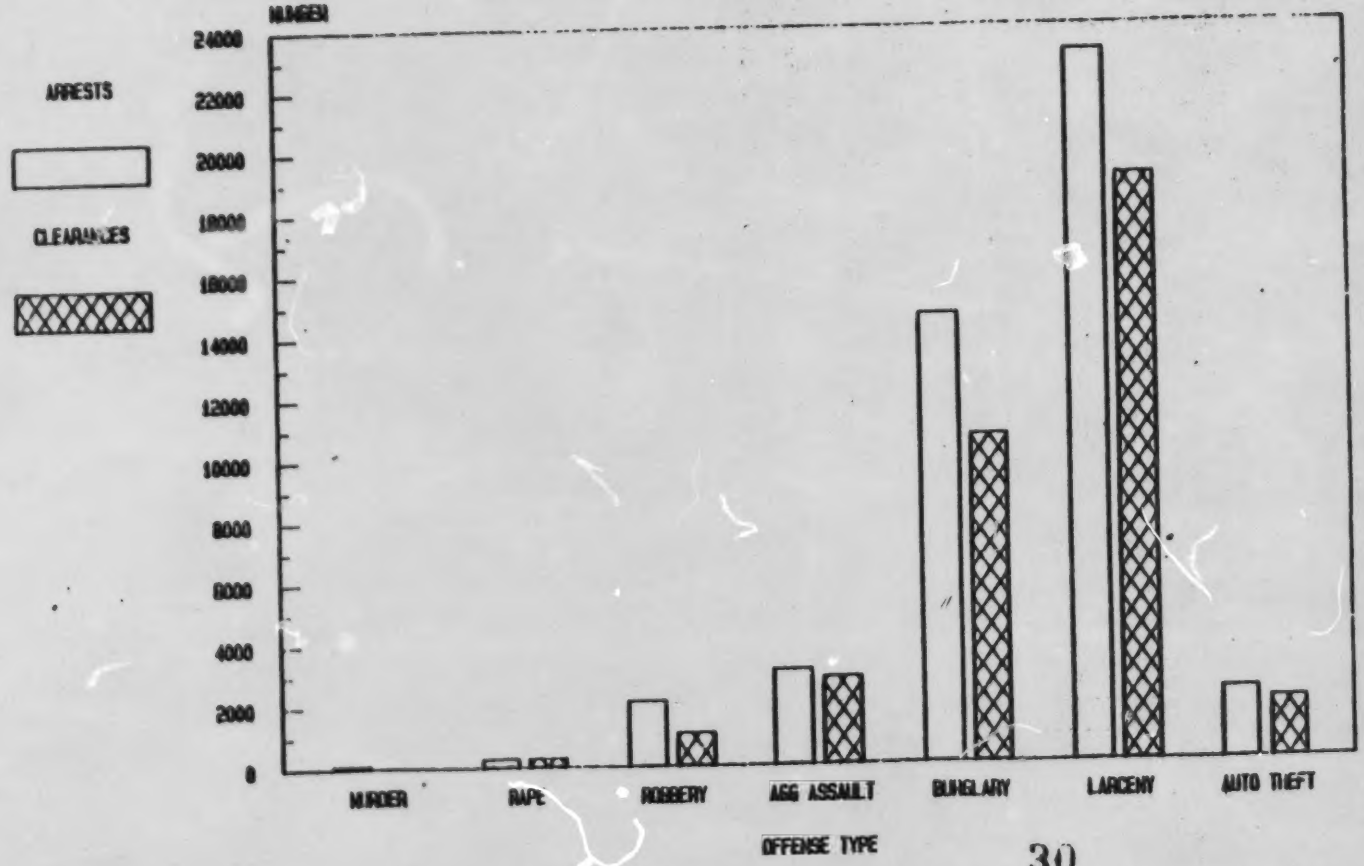


Prepared by: DHRS-PDCYFD
July 8, 1982

Figure 3

ARRESTS AND CLEARANCES, PART I, 1981

(JUVENILE ONLY)

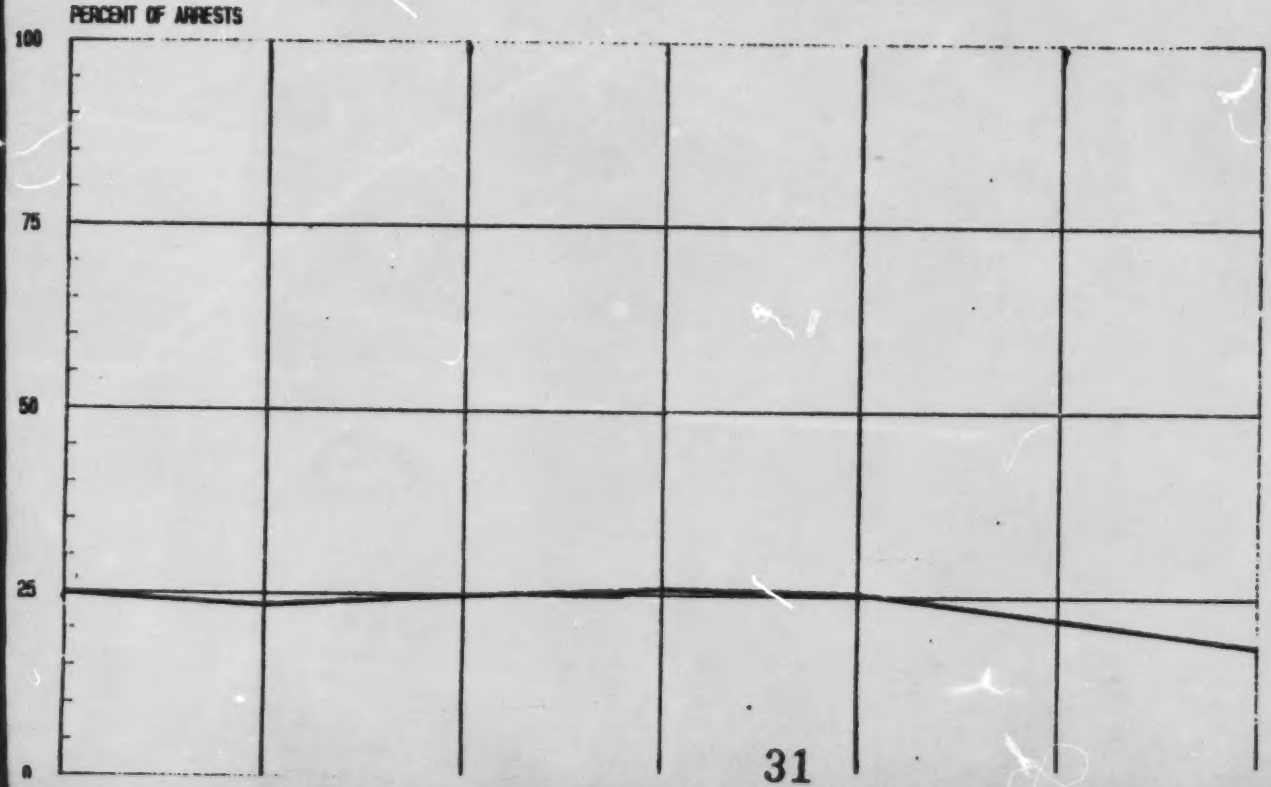


Prepared by: DHRS-PDCYFD
July 8, 1982

Figure 4

PROPORTION OF TOTAL ARRESTS

JUVENILES



Another explanation may relate to the investigatory process and the rules of evidence in juvenile court. It may be that juveniles are arrested and detained more readily than adults since juveniles are not subject to rigid rules of evidence and are not subject to bail. However, for the purpose of this practicum this author is showing the figures to prove that there is indeed a problem of young people committing unlawful actions that does lead to arrest by law enforcement agencies.

Table 3 is the crime profile for Orange County, Florida. It is worthy to note that in this county juvenile crime had decreased since 1975 (-52.9%) whereas adult crime has increased (+23.9%). However, statistics show that 17% of crime committed in Orange County is by juveniles.

Table 3

Breakdown of Crime Statistics for Orange County, Florida

1975-1981

	Adult	% Change Adult	Juvenile	% Change Juvenile
1975-1981	-	+23.9%	-	-52.9%
1981	83.0%(17,507)	+ 6.2%	17.0%(3,584)	+ 1.6%
1980	82.4%(16,484)	+18.9%	17.6%(3,527)	- 3.2%
1979	79.2%(13,866)	+ 8.1%	20.8%(3,642)	-21.0%
1978	73.6%(12,828)	+11.9%	26.4%(4,612)	-11.3%
1977	68.8%(11,466)	-28.9%	31.2%(5,199)	-30.0%
1976	68.5%(16,133)	+14.2%	31.5%(7,429)	- 2.3%
1975	65.0%(14,128)	-	35.0%(7,605)	-

In Orange County, Florida the total arrests for 1981 were 21,091. This is an increase of 6.2% in adult crime and 1.6% in juvenile crime. With the increase of crime nationwide, statewide and countywide, this researcher approached several state and local agencies to find out what programs, if any, were geared to crime prevention. This author could not find one program for crime prevention for juveniles; although there are several programs for rehabilitation after the youngster committed the crime. The agencies that this author contacted were:

1. The Orlando Police Department
2. The Orange County Sheriff's Department
3. The Public Defender: Juvenile Division
4. Developmental Services of Orange County
5. Specialized Family Services
6. Juvenile Division of the Judicial System
7. Community Services
8. Department of Health and Human Services
9. Law Enforcement Department of Criminal Investigation Division
10. Area Correctional Department, Orange County
11. Friend of the Court
12. Neighborhood Service Center
13. Mental Health Services
14. State Attorney Office

The Door, Incorporate, is an organization to help

juveniles with a drug-taking problem. The Alpha Center is a prevention program funded and operated by The Door and the Orange County School Board. The program serves children 8-12 years of age who are experiencing behavioral difficulties both at home and at school. The purpose of the program is to present the develoment of more severe inappropriate behavior patterns which could lead our children into dropping out of school, delinquency, alcohol abuse or drug abuse. This is accomplished by involving the child, his/her parents and teachers in an intense eleven week educational and counseling program. This was the only program that addressed the needs of elementary aged children, but is not a law awareness program as much as it is a counseling program.

Referrals are made to the Alpha Center from elementary school teachers by identifying children who are displaying disruptive behavior in the classroom, performing poorly in academic areas and experiencing some difficulties at home. Primary grade teachers are asked for input during the referral process because many of the children begin in grade one to show the above inappropriate behavior. One of the Alpha Center's major goals is to have children accept responsibility for their behavior and in this goal it is not unlike the goals of a law awareness program.

In a personal communication with the Director of the Alpha Center, Mr. John Burden, it was reported that at

least sixty elementary age children are referred per school to the Alpha Center. This Center can accept twenty students per eleven weeks, and only three schools every year; each school every five years. Thus, less than one-half of the teacher's referrals are accepted into the program every five years. What program has been developed for the students not served by Alpha? There isn't any. Therefore, a program stressing responsibilities for one's actions is needed, and that program can be a law awareness program increasing citizenship skills.

CHAPTER II

C. Causes of the Problem

In the past, experiences and activities in the home made somewhat a different contribution to the development of the youngster than the activities in the classroom. Most young people acquired their basic habits of orderliness, punctuality and attention to work primarily through the home environment with helpful supplementation by the school's regimes. Today there is a high increase in the number of families in which both parents are employed resulting in too little time for children to assimilate the virtue of industriousness from their parents. There is often a lack of support of grandparents, aunts and uncles due to the mobility of the society. (Miller, 1972)

Divorce is a problem for children. It has been proposed that the state of a single-parent family should be looked upon as a time of transition since most single parents or members of divorced couples marry fairly rapidly. (Ross and Sawhill, 1975) One out of every five divorced adults remarries within the first year after the divorce and the average interval between divorce and remarriage is about five or six years. Thus, the experience of living in a single-parent family is one that parents and children move in and out of, sometimes several times during the course of development. Transitions are stressful and in the first year following divorce, children

are more disturbed. (Hetherington, Cox and Cox, 1978)

Television has a strong influence on the development of the child. Defenders of TV violence often note that watching violence may make a child more sensitive and aware of others' suffering and situations. A study of Drabman and Thomas (1975) exposed third grade children to a violent TV detective program, while other children watched a baseball game. Next, they assessed whether exposure to TV violence affected children's reaction to real-life aggression. The youngsters were given responsibility for "baby-sitting" some younger children in a nearby trailer and were monitored by a TV camera. The third graders were told to seek adult help if the children got into trouble. Here is a description of the behavior of the younger children that the third-graders saw:

> Each began criticizing the block structures that the others had built. After increased criticism, the boy knocked over one of the girl's buildings. This led to increased taunting, pushing, shoving and crying. The fight got progressively worse until it appeared that the camera was destroyed.

The third graders who had previously watched the violent TV program took longer to get help than the children who saw the nonviolent film. Thus, exposure to TV violence can breed

indifference to another individual's circumstance, and is even a stronger reason why there must be a law awareness program begun in the early years of education to offset the apathy that TV watching can instill in the mind of a young child.

Due to the rapid changes in our society, the educational roles of the home, community, the religious institutions have greatly changed. Only the school is maintaining approximately the same role with the same amount of time annually for its work with children. Schramm and Parker (Tyler, 1978) report that the average American child spends 1,500 hours per year viewing television and only 1,100 hours per year in school. When the educational expectations of the public are not realized in the performance of youth, common opinion holds that the schools have failed, ignoring the responsibility of the non-school part of the educational system.

The National Task Force on Citizenship Education (1977) consisted of nineteen men and women active in the fields of education, politics, civil rights, law enforcement agencies and research. (See appendix E for complete list of membership.) This task force was formed to improve the knowledge and education of children and youth in the principles of citizenship and to generate ideas on how to increase the young citizens responsibility for playing a heightened role in the affairs of government and public institutions. It is at this point in the practicum that this researcher will list the committee's findings on the possible

causes of why the young people in our nation are turning away from the concept of patriotism. (The Yankelovich Youth Survey, 1973, documents that in 1969 35 percent of youth thought patriotism an important value and in 1973 only 19 percent considered it significant.)

1. Children living in relatively affluent middle-class suburbs have generally learned to value peaceable group activities, fair treatment to peers and unselfishness in face-to-face relations. This is admirable. For the most part, these children lack experiences in working constructively with people different from themselves and do not understand the needs or circumstances of others. They have had few opportunities to assume responsibility and to work hard and long to achieve group goals.
2. Poor children, usually from the inner city, are involved in learning experiences different from those in the affluent suburbs. With a chronic shortage of material things in the homes and community, fighting for possession of them is common and peaceable transactions are interspersed with quarrels and force. Experience with transactions guided by fair rules is usually so limited or has furnished so little satisfaction that many of the children do not value living by accepted rules or laws.
3. Working-class families emphasize values of

possessions, of "getting ahead" of holding a good-paying, steady job, of keeping clear of the law, of having and being good neighbors. Both the well-to-do and the indigent are viewed by most of this community as undesirable elements in the society, and their children are not encouraged to make friends with children from other backgrounds. These children seem to value "law and order" more than others, yet the government is often viewed as a necessary evil to protect "good people" from the criminal element.

4. Poor children in rural settings or in families of migrant farm workers have very little experience working constructively with people outside their own subgroups. Neither they nor their parents think of the government as theirs.

At Tangelo Park Elementary School the students, for the most part, come from single parent families receiving financial assistance from the government (welfare, food stamps, free or reduced lunches, subsidized housing, medicade, etc.). The children need to know that they should play a part in the political process and not view it as a vehicle for other citizens to use to govern them.

CHAPTER II

D. Review of the Literature

This researcher utilized Dewey's concept for a just community when implementing a law awareness program for grades kindergarten though grade three. Further development of teaching strategies based on Dewey's philosophy utilizing curriculum infusion are found in Chapter V.

Over the past ten years, the American society has shown a concern which centers on a reawakening of the general societal commitment to law as the foundation of a democratic system. The familiar appeal for a return to "law and order" is most likely a society's response to the Watergate phenomenon, civil disobedience of the 1960's, and in the 1970's dhe great problems generated by drug abuse. (Rosenzweig, 1982) The American Bar Association, through its Special Committee on Youth Education for Citizenship (YEFC) has taken an active role in promoting law-related studies in elementary and secondary schools as an essential feature of preparing students for responsible citizenship. (American Bar Association, 1974) The YEFC Committee's Directory of Law-Related Educational Activities describe 250 law-related projects throughout the United States, and an annotated bibliography lists a wide variety of materials dealing with law-related content and pedagogical approaches to law studies. (1974) After disseminating law-related

material to all school systems in 1974, a study by the YEFC in 1975 found that only a very small percentage of students at the elementary and secondary level were exposed to law studies; and a correspondingly small number of teachers were prepared either to utilize existing materials or to develop their own law-related strategies. (American Bar Association Special Committee on Youth Education for Citizenship, 1975) Thus, the gulf between the existence of curriculum materials and their use in the classroom remains to be bridged.

It was this researcher's aim to view law awareness not only as the beginning of a study of authoritative doctrine such as learning about the provisions of narcotics law and criminal justice but, mainly to present broader perceptives on the role of law in society and the law as an instrument of social change and a defender of truth and justice. In other words, the law awareness program focused on the "why" and "should" questions as well as the "is" questions. Such an approach was potentially a more valuable form of citizenship education than the more limited, though certainly useful, "know the law approach." (Rosenzweig, 1982)

A conceptualization of law awareness education embraces sophisticated, abstract societal concerns as well as less complicated, more concrete ideas, and presupposes that children are ready to begin formal operational

thinking. The law awareness program for grades kindergarten to three needed to consider the stage of development that the child was in and had to include role playing, participation in rule-making and experiencing a classroom atmosphere as a "just community" with certain responsibilities. Research findings suggest that individuals do not comprehend moral reasoning that is more than one stage above their own current stage. (Rest, 1973; Rest, Turiel and Kohlberg, 1969)

The President's Commission on Law Enforcement and the Administration of Justice (1973) has recognized the importance of early childhood education and recommended that local school districts develop programs to develop responsible citizenship and respect for authority. To put such comprehensive early childhood education programs requires major changes in philosophies, programs and budgets. The International Association of Chiefs of Police stated in their 1973 conference that, in the long run, early childhood programs would pay for themselves as a result of the reduced necessity for the proliferation of "band-aid" programs which attempt to prevent irresponsible and delinquent adolescent behavior often after it is too late. (Kobetz, R.W. and Bosarge, B.B. 1973)

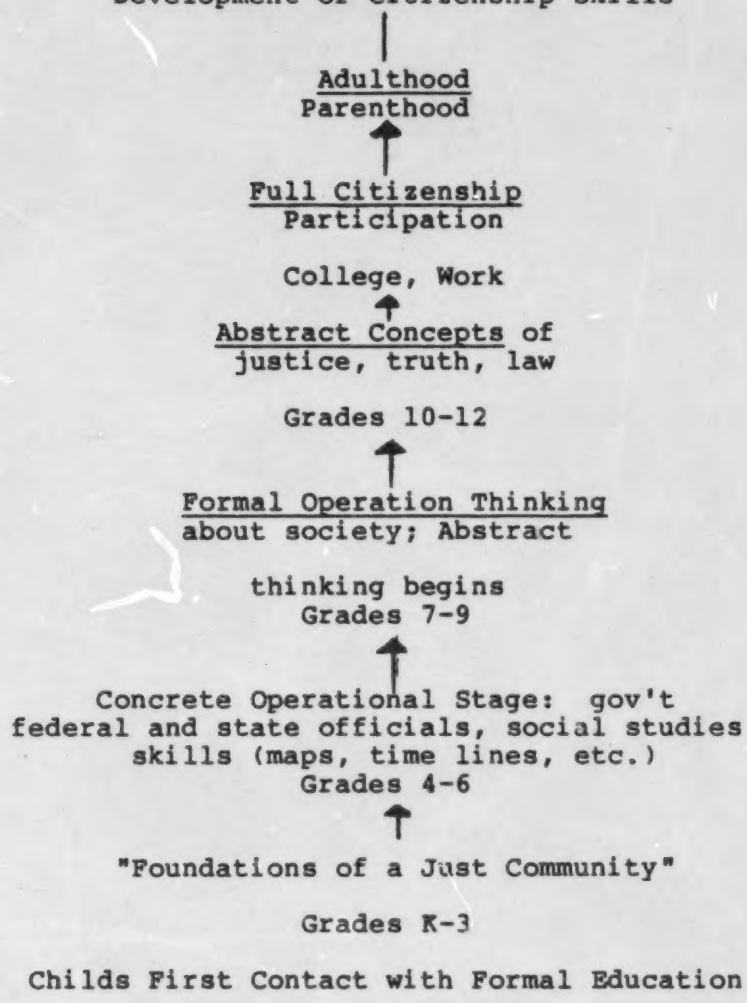
From the readings this author accomplished to gain background and understanding of law related activities for growth and development of citizenship skills, she developed

a hierachy of citizen proficiency levels from kindergarten to adulthood (formal education years). (See Figure five for author's view)

Figure 5

Author's View* of:

Development of Citizenship Skills



*Based on theories of: J. Piaget and J. Dewey

Law education in the primary grades is a new addition to the curriculum of the elementary schools, and this author was unable to find longitudinal studies that prove the negative or positive aspects of recent law education development. It is at this point in the practicum that some of the new approaches to law education on the primary grade level will be mentioned.

Ronald Gierlach and Lynne Lamprecht have material available on "Teaching About the Law" published by Anderson Publishing Company, 1975. This material helps teachers present concepts of good citizenship, law for the layman as well as including information about legal reference materials and community resources. Margaret Ward's notebook and pamphlets on "Crime Prevention Helps Everybody" deal with teaching young students about rights and responsibilities, bicycle safety, code of conduct, lying, burglary, etc. Charles and Merrill Publishing Company has a set of four filmstrips/cassettes that introduce students to some basic concepts of law. The topics are values, conflict resolution, the adversary process and challenge in democracy.

The State Bar of California has developed three sets of audio-visual material entitled "Law in a Free Society" that explores concepts in justice, authority and privacy.

The Missouri Bar and Missouri Department of Education developed a guide for teaching the rights and

responsibilities of citizenship in a free society. This approach has a list of activities for children to experience the "Role of Law in Free Society."

The Maryland State Bar Association developed a manual for teachers title "Law Related Classroom Methodologies" to enhance students knowledge of law awareness.

The American Bar Association urged state and local bar associations to establish joint committees with state and local educational authorities to develop interdisciplinary programs in law-related citizenship education for elementary and secondary school students. (Davidson, 1973) The state of Pennsylvania has initiated a number of projects including the Young Lawyers Section and the Public Relations Committee of the State Bar. In New Jersey bar associations have given their support to several projects including the Multi-District Institute for Political Education. The New York State Bar Association has also been active in mock trial programs and curriculum development.

In 1970, the social studies staff of the Pennsylvania Department of Education sent out to all school districts a course called "Lessons in Conflict" developed by William Gibson of the Boston University Law School. At this time the Assistant Superintendent in Greater Latrobe, Pennsylvania was looking for a way to incorporate law into their curriculum. Utilizing Gibson's material and the

added insights of the district's curriculum coordinator and solicitor he brought the course into being (Pittesger, 1973). Variations of the Latrobe theme are found in most Pennsylvania social studies curriculum studies grades kindergarten to twelve.

The New York State Education Department in Albany, New York, the Bureau of Elementary Curriculum Development has developed a K-2 teaching guide for "Respect for Rules and Laws: Helping Yourself and Others". This teaching system suggests activities which focus on teaching respect for law and order and is divided into three sections (K, grade 1 and grade 2). The guide specifies the understandings to be developed at each level and provides learning activities dealing with rules and laws governing behavior at home, in the classroom, on the playground and going to and from school. An annotated list of relevant teaching materials is included in each section. (ED 157603)

Murry Nelson is the editor of Justice Education Teaching Strategies (JETS) sponsored by the Pennsylvania State Commission on Crime and Delinquency and written in 1980. This program contains classroom activities dealing with citizenship education for use with children to promote and maintain positive student attitudes and behavior and to assist students in understanding their rights and meeting their responsibilities to help insure the safety and welfare of self and others.

TIPS: Teaching Individuals Protective Strategies and Teaching Individuals Positive Solutions is a K - 12 program designed by and for educators in Albemarle County Schools, Charlottesville, North Carolina. The goals of the program are the same as JETS cited above. The TIPS Program offers the classroom teacher a continuous developmental plan that includes specific and complete grade level plans and strategies. For economy and convenience, few materials are necessary.

In Miami, the Elementary Legal Framework (ELF) Project is a comprehensive law awareness program that increases students understanding about basic law concepts. It is funded through a Florida Department of Education minigrant for law education. The specific objectives to be accomplished by the ELF program are as follows:

A. Completion and refinement of units of law education, 15 lessons at each grade level focusing on the following 5 basic legal concepts:
   1. Understand the need for rules and authority.
   2. Understand the rights and responsibilities of people as they conduct their daily lives in interaction with others.
   3. Understand the individual's responsibility to promote safety and prevent crime.
   4. Understand the function of individuals who make, administer, and enforce the law.
   5. Understand the process through which conflict may be resolved.

The prescribed unit activities are cross-referenced with basic skill objectives for each grade level. The fifteen lessons illustrate the implementation of appropriate strategies for law-focused education. The content area of law is, therefore, used to complement and reinforce students' attainment of basic skills.

In summary, the ELF Project facilitates the acquisition of law related information for students in elementary grades (K-6) and enables them to function more effectively as responsible members in our democratic society.

Law-related education continues to grow. Both new and well-established projects are developing curriculum materials for students in the primary grades that provide opportunities for teachers to instruct and infuse law awareness concepts in daily instruction.

CHAPTER III

A. Statement of General Goals

This practicum is designed to improve and increase awareness of responsible citizenship in the students of grades K-3 at Tangelo Park Elementary School.

For this goal to be achieved it requires:

1. That teachers become knowledgeable of teaching strategies that impart an awareness of law-related concepts
2. An increase of community involvement to assist students to become aware of the law and citizen responsibilities
3. That students be exposed to careers within law agencies
4. That the students (K-6) of Tangelo Park Elementary have a vehicle by which they will show to the community and other classes their growth in citizenship skills

Table 4

Chapter III: B

Terminal Performance Objective

Expected Behavior	Assessment Instruments*	Standard Performance
Teachers		
Teachers will become knowledgeable of teaching strategies that impart an awareness of the law	A pre and post questionnaire will be administered to the teachers before and after school based staff development inservice**	A positive evaluation will be one in which 6 or more of the respondents reported having greater understanding of various law related activities by becoming aware of materials available to them, using role playing, films, discussions, newspaper and work sheets and teaching a law awareness unit.
The teachers will implement one career education unit within a nine week period utilizing an academic interdisciplinary approach	Teachers will complete a career education evaluation checklist at the conclusion of the implementation of the career unit**	A positive evaluation will be one in which six or more teachers implemented a career unit

* See Appendices for complete Assessment Instruments
** The measure will be constructed by this researcher

Expected Behavior	Assessment Instruments*	Standard Performance
Community		
The community will demonstrate involvement in assisting students to become aware of the law and citizen responsibilities	A checklist will be completed on each community official/ representative coming into the school from various law agencies**	A positive evaluation will be one in which there are at least five community resource personnel coming to school
Parents will demonstrate involvement in their child(ren)'s law awareness development	A workshop for parents on increasing responsibility skills in their children will be given during the year with an evaluation questionnaire administered at the end of the session**	A positive evaluation will be one in which 70% of the respondents reported having been helped by this workshop

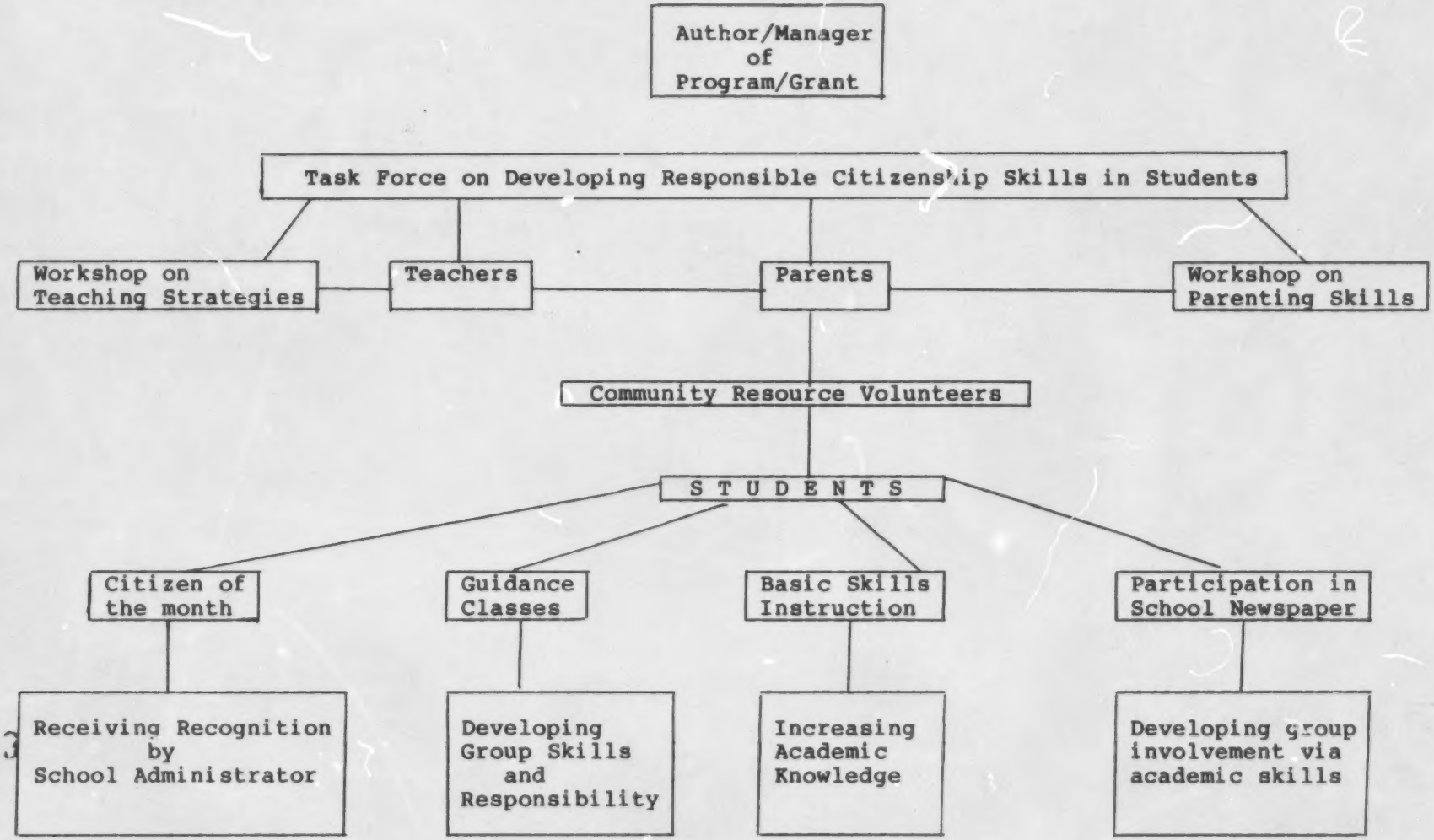
* See Appendices for complete Assessment Instruments
** The measure will be constructed by this researcher

Expected Behavior	Assessment Instruments*	Standard Performance
Students		
Given a set of situations regarding classroom citizenship the students will be able to explain what it is to be a "good citizen"	A pre and post test (verbal) will be administered to one class in each grade K-2**	The objective will be measured if there is a 20% or better increase from pre to post test
Given a list of law awareness vocabulary and a hypothetical situation regarding unlawful behavior the students will be able to define each law term using a multiple choice format and state why the hypothetical situation was unlawful and what the consequences will be.	A pre and post test will be administered to all children in grades three**	The objective will be measured successful if there is a 20% increase or better from pre to post test.
The students will have a vehicle in which to show the community their growth of responsible citzenship	The students of the school (K-6) will participate in writing, editing, publishing and distributing a school newspaper	Three issues of the school newspaper on citizenship will be published during the school year

* See Appendices for complete Assessment Instruments
** The measure will be constructed by this researcher

DEVELOPMENT AND IMPLEMENTATION OF A LAW AWARENESS PROGRAM

FIGURE 6


Author/Manager of Program/Grant
Task Force on Developing Responsible Citizenship Skills in Students
Workshop on Teaching Strategies
Teachers
Parents
Workshop on Parenting Skills
Community Resource Volunteers
S T U D E N T S
Citizen of the month
Guidance Classes
Basic Skills Instruction
Participation in School Newspaper
Receiving Recognition by School Administrator
Developing Group Skills and Responsibility
Increasing Academic Knowledge
Developing group involvement via academic skills

CHAPTER III

C. Description of Evaluation Instruments

A pre and post questionnaire was given to the teachers asking if they were aware of the county-wide law awareness materials; what, if any, law related activities they had in their class last year; what teaching "tools" were used in citizenship instruction; and their familiarity with developmental theories. This measure was utilized as both the pre and post questionnaire and the growth, or lack of it, was noted when comparing pre and post responses. (See Appendix E for complete questionnaire.) A career education evaluation checklist was given to all twelve teachers in grades K-3 which stated the career(s) they implemented and how the students responded to the unit. (See Appendix F for complete evaluation checklist.)

A checklist was completed for each community resource person coming to the school. This measure gave the name of the presenter and his/her occupation, assessed the relevance of the presenter's material to the group addressed, students' interest and opportunity to ask questions, opportunity for post-presentation discussions and whether thank you notes were sent to the presenter by the students. (See Appendix G for complete checklist.) Involvement on a local level was measured by a post-workshop evaluation sheet given to parents at the end of an evening meeting. This evaluation was made by this

author and the members of the Tangelo Park Task Force for Responsible Citizenship. The theme of the workshop was: School and Community: Partners in Education. The Task Force set forth the meeting date, time and agenda. (See Appendix L for complete evaluation.)

A verbal test was developed by this researcher to assess the kindergarten to grade two students' growth and development of their concept of a "just community." This instrument was given at the beginning of the implementation period and also as the post-test at the conclusion of this practicum. (See Appendix H for complete measure.)

This author was looking for:

A) concepts of "community"

B) co-operation in classroom activities

C) student responsibility

D) meaning of the word citizen

E) description of a good primary grade citizen

The third grade students were given ten law awareness terms with a selection of meanings under each word. The student was asked to choose the correct meaning. Along with this, the students were given a one page story, "See and Tell?" by Vana Earle. This story is on a grade two reading level and is about a boy who witnesses a school break-in. Should the child tell his parents what he saw? The students were given four open-ended questions about the story that will ask:

1) How the school personnel felt
2) Why Tony wouldn't tell on the boys
3) What do you think Tony's dad would say if Tony told him his story.
4) How do you think the parents of the boys who broke into the school would feel about their sons?
5) What do you think happened to the boys? (what was the punishment by the law?)
6) What was the more serious crime?

This author will use this measure so both a pre and post test and the comparison of both scores, question by question, will record the growth of awareness, or the lack of it. (See Appendix I for complete test.)

CHAPTER III

D. Description of Plans for Analyzing the Results

This author analyzed the assessment instrument for grades K, 1 and 2 by comparing the annotated notes from pre to post test, question by question. Since this was a verbal test to the class, the author observed concepts in responsibility and law terminology that came from the students during an informal discussion of the author with the class.

The third grade students were given a list of ten law awareness terms and each question was awarded ten points. The author averaged the test scores for each term assessed and noted the difference between pre and post test scores. The one page story, which is Part II of this assessment, was analyzed question by question and this author noted the growth and development (or lack of it) in dealing with what to do when witnessing an unlawful activity and the feelings of the victim and the offenders' families. The pre and post questionnaire given to teachers were analyzed question by question noting pre and post compilations. A comparison was made between pre and post assessment and the author looked for six or more of the teachers reporting an awareness of law education materials available to them as well as an increase of various law-related activities and teaching strategies. (See Appendix E for complete questionnaire.) A check list for career education units

concerning careers in law enforcement agencies was completed by the teachers. The check lists were tabulated and a positive evaluation was one in which six or more teachers implemented a unit. Each teacher was given a code number and the career unit(s) she implemented was noted.

The community officials and/or representatives from various law agencies were evaluated by a check list and the results tabulated in Chapter V of the final re@ort. (See Appendix G for check list.)

The responses of the evaluation questionnaire given to parents at the conclusion of the "Law Awareness Workshop" were tabulated question by question and reported in Chapter V. The students' newspaper will be included in the Appendix of the final report as evidence of the students' active participation and growth and development in the political process.

CHAPTER IV

A. Discussion and Evaluation of Possible Solutions

The Orange County Public School system has developed a continuum in each academic area for grades K-6: Language Arts, Mathematics, Science, Health, Handwriting and Social Studies as well as Physical Education, Art and Music. It is the directive of the County Administration for each teacher to instruct their students in all skills set forth in the continua as well as to keep an individual student profile in the areas of reading and math. In addition, the primary grade teachers must have a PREP folder (Primary Education Program) for each child and make Student Education Plans (STEPs) for each child in the preventative strategy plan. The teachers are also responsible for keeping an accurate cumulative file for each student, making referrals to the staffing chairperson for children with discipline, behavior and/or academic problems. In the primary grades the county level tests administered are the CTBS-U tests (Comprehensive Test of Basic Skills - Form U) and the Statewide Assessment Test; neither of these tests access skills in social studies or citizenship development. There is pressure on teachers to bring up the scores on both these tests. (See Appendix J for memo from the County's Superintendent) The primary grade teachers have made a great effort to have children increase their mastery of basic skills.

Table 5 is the percentage of pupils at or above grade level on the CTBS. This test was given in April 1982. The 1981 scores for the school are listed as well as the 1982 scores for the county.

Table 5

COMPARISON OF CTBS SCORES: 1981-82

CTBS TEST SUMMARIES	SCHOOL		DISTRICT
	1981	1982	1982
READING	43%	50%	65%
LANGUAGE	47%	51%	
MATHEMATICS	48%	50%	69%

With such emphasis on academic improvement the teachers feel that there is not enough time during the day to include daily social studies lessons as well as science lessons into an already heavy curriculum. (Note 14) Thus, having a book on the social studies continuum and making sure that each teacher has one, does not constitute an effective law awareness program.

There is a video cassette machine at the school and this allows teachers to order cassettes (VCs) from the County Media Center and have a particular cassette shown on

the classroom television set at the day and time convenient to the teacher. The county has several VCs about citizenship, but the teachers at Tangelo Park have not availed themselves to ordering or showing them. (Nowell, Note 10)

Also available from the county and housed in every school media center is a "Law and Living Series." This is a filmstrip/cassette program with teacher's guides developed for use in grades K-6 utilizing the theme of law as an integral part of daily living and highlights our responsibilities and rights as productive citizens. This series has been at the school for three years and remains unopened. (Nowell, Note 11)

The Orange County Public Schools has an excellent Community Resource Office of the ADDitions, Inc. that provides an uncomplicated way for the classroom teacher to utilize the wealth of resources within the community. (Fisher, Note 12) In the past, teachers secured their own resources when the need arose. This worked out well for the teachers whose contacts were well established, but proved to be almost impossible for the teacher who was new to Orange County. Now, the teachers are requested to complete a form requesting a resource person in a particular area and the Community Resource personnel will set up the volunteer. Even though this is an uncomplicated procedure, the teachers at Tangelo Park have not used this

service more than four times last year and all four times it was by the same teacher. Therefore, a program is needed that will incorporate community resources into its development and this author plans to utilize the Community Resource Office.

The above solutions to teaching citizenship in the primary grades has not proved to be effective, either as teaching tools or student awareness. This author considered ordering a new social studies text book for each child, but the textbook budget required all monies to be spent on reading, math, science, English and spelling texts. When the idea of writing a grant for law awareness was presented to this author, she thought of using this vehicle to construct a social studies curriculum that would be infused with academic skills and the needs of the students.

CHAPTER IV

B. Description of and Justification for Solution Selected.

Developing and implementing a law awareness program for elementary aged children required the efforts of not only the school faculty, but also involvement of the local community and the school district. This researcher established a Task Force on Responsible Citizenship to assist her in both developing and implementing a law awareness program. This committee was headed by this author and the members were:

Dr. Lorraine Harris, Principal
Jane Burke, Guidance Counselor
Paula Nowell, Media Specialist
Gwen Johnson, PTA President
Mark Robinson, Orange County Social Studies Resource Person
Mimi Candedo, Additions Resource Persons Co-ordinator
Rev. Brandon, Pastor, Tangelo Park Baptist Church
Lossie Howard, Chapter I Resource Teacher

The purpose of this committee was to assist in the development and implementation of a law awareness program by the Task Force Committee members utilizing his/her present position to incorporate activities that will

increase the success of this practicum. The principal encouraged and required teachers to incorporate citizenship skills within the framework of academic instruction. The motto that she decided to use for student achievement is: "I feel swell when I excel." The art teacher made posters using this motto and were on movable stands that were placed in the halls of the school each morning. It was the responsibility of the patrols to both place and remove the signs. The students viewed the signs when they traveled to and from lunch, special area classes (art, physical education, library and music). The principal also read the name of the "Citizen of the Month" during P.A. announcements. At the end of each month the teacher and class decided who had been the most productive citizen in the class and the student's name was displayed on the classroom "Citizen of the Month" bulletin board and this good citizen went to the principal to give her/his name and to receive praise for such an honor.

The guidance counselor used the theme "Good Citizenship Skills" in her small group and classroom activities during the 1982-83 school year. These classes were followed by work sheets incorporating language arts and math skills developed by this author (ready-made duplicated masters published by Miliken, Company were also utilized) and incorporated in the daily reading, grammar and math lessons.

The media specialist had a section of the library devoted to "Good Citizenship Reading Material" that included books on law related careers (Encylopedia Brown Series written by Donald Sobol, career books such as "I WANT TO BE A LAWYER, POLICE OFFICER, etc.).

The present PTA president included the Law Awareness Workshop as a part of the PTA agenda for the 1982-83 school year.

The Orange County Social Studies Resource Person presented to the faculty the law related materials available to teachers and made himself available to assist teachers in use and instruction of teaching strategies regarding social studies concepts.

The County's Resource Co-ordinator made a special effort to help secure community volunteers for Tangelo Park Elementary School from the Tri-county Metropolitan area (Orange, Seminole and Osceola Counties).

Most of the children attend Tangelo Park Baptist Church. The Pastor was informed of the school's program in law awareness and reinforced citizenship skills during youth evenings and Sunday school instruction.

The school had been designated as a Chapter One school, thus, students below a 25 percentile on the CTBS were given reinforcement of academic instruction by Chapter One aides. The Chapter One resource teacher encouraged the aides to use citizenship responsibility skills as a

motivational technique during the ad hoc reinforcement sessions.

Other members of the community assisted this committee periodically during the implementation stage. They were: The Orange County Sheriff's Department, the local fire fighters of Station #52 and the school's fifth and sixth graders.

This author selected a fourfold solution to fulfill the aims set forth in Chapter III, Section A: Pre and Post testing; Staff Development; and community and Parent Involvement; and a student newspaper.

The same instrument that was used in the pre test was the same measure as the post test. By doing this the awareness in law related situations and vocabulary were measured. The results of the pre test indicated weak concepts and knowledge which was addressed during the implementation of this practicum.

This author researched the basic citizenship competencies on a primary level and utilized the findings of the National Advisory Panel for the Basic Citizenship Competencies Project. These findings are in a publication prepared with funding from the National Institute of Education, United States Department of Health, Education and Welfare under contract No. 400-78-0050. (Remy, 1980)

Traditionally, schools have developed students for citizenship by teaching government and history and by the

following activities:

a) saluting the flag

b) patriotic songs

c) classroom officers

d) occasional school-wide "elections for presidential candidates"

The National Advisory Panel has set forth seven basic competencies which individuals need to exercise in order to develop skills for effective citizens. (See Appendix N for complete competencies) This author used these seven competencies when implementing an effective law awareness program. They are:

1. Acquiring and using information
2. Assessing involvement
3. Making decisions
4. Making judgments
5. Communicating
6. Cooperating
7. Promoting interests

During the staff development inservices, this author utilized the above competencies to present teaching strategies that developed citizenship skills in primary grade students within the framework of basic skills.

With the above competencies in mind, Remy's definition of citizenship was used: "Citizenship involves the rights, responsibilities and tasks associated with governing the

various groups to which a person belongs." (p. 62)

As the basic citizenship competencies indicate, the concept of citizenship implies that the task of citizenship education is not only to prepare a youngster for a future role or a task of teaching facts and loyalties to government institutions, but, rather to participate in the group life that is now present in the child's life.

In the 1980's the purpose of staff development in the elementary schools has shifted from upgrading the individual teacher's competency to that of promoting the professional growth of the entire school staff by engaging educators in cooperative efforts to solve particular school problems. As stated in Chapter II, Section B, a committee of teachers at Tangelo Park Elementary requested monies from the State of Florida to have a law awareness program to increase citizenship skills in the students; thus, a desire for renewal and change in the present citizenship program came from the staff, as did the request to have this author develop and implement a law awareness program.

Parent and community involvement in the schools is needed for all school-age children, but more so for the Black child. (Comer, Poussaint, 1975). During the 1981-82 school year there weren't any law enforcement agency representatives or officials who came to the school to speak to the students. This educator made requests to the following law agencies to send a representative to the

school:

Orange County Bar Association
Orange County Sheriff's Department
Health and Rehabilitation Services (HRS)
The Alpha Program
The Women's League of Voters
Orange County Circuit Courts
Orange County's Division of the Federal Bureau of Investigation

To involve the parents in the goal to increase citizenship skills in their child(ren) an evening workshop was given to sensitize parents to their role in the citizenship education process. There are many agents of learning in the development of citizenship skills and one of the most important of these is the family, since the family has direct access to the developing citizen.

The family contributes to the process of citizen development in various ways: discussion, modeling behavior and influencing who will be the child's friends, school and recreational groups. (Remy, 1980)

A school newspaper written, edited, published and distributed by the students was the "hands on" experience and the vehicle that this author used to have students show the community their awareness of law and citizenship skills. This educator co-ordinated the student newspaper staff with the intermediate grade students soliciting

articles from the primary grades. This project involved an interdisciplinary approach to the academic basic skills development in grades K-6.

Finally, this author justified her selection of the above solutions because it incorporated many of the recommendations for strengthening civic education set forth by the advisory and project committee members of the Project of Education for Responsible Citizenship. (See Appendix K for complete listing of recommendations) This author wishes to note that at Tangelo Park Elementary School the guidance counselor contributed greatly to the behavior development of students referred to her for individual and/or small group counseling. However, this isolated counseling was not effective if the classroom teacher did not follow through with the behavior modification plan she set up for each student. (Burke, Note 13) It was the desire of both this author and the guidance counselor to have a school-wide program to develop responsible citizenship infused into the daily classroom setting. As stated in Chapter I, this researcher was the curriculum resource person at the school and infused the citizenship skills within the academic setting of basic skills. Thus, the programs for behavior modification, staffing into exceptional education programs and individual counseling was not included, since it was within the realm of the guidance counselor and not this researcher. This

author developed law awareness work sheets that correlated to basic skills that teachers used during academic instruction, developed monthly themes and activities, coordinated resource persons, inserviced both teachers and aids on law awareness activities and moderated the school newspaper.

CHAPTER IV

C. Calendar Plan

June 1982: PPQ sent to Dr. Polly Ebbs

June 1982: Communication from Dr. Ebbs stating that Dr. Georgianna Lowen will be my Practicum II Reviewer; Review of Literature begun

July 1982: Communication from Dr. Lowen regarding review of literature

Aug. 1982: Met Dr. Lowen at Summer Institute, communicated general direction of Practicum II

Sept. 1982: Talked with Dr. Lowen re. questionnaire, statistic, general calendar; Teacher Task Force established; Law awareness material ordered.

Oct. 1982: Proposal sent to Dr. Ebbs
Begin implementation of Practicum: staff development, community contacted, pre questionnaires, pre tests, Base-line data compiled

Oct. 1982 -

June 1983:
- Implementation of Law Awareness Program
- Community Resource Persons
- Parents' workshop
- Law Day
- Citizenship, Newspaper (three issues)

- Career Education Units implemented
- Field trips taken (intermediate grades)

May 1983: Post Questionnaires administered

Post tests administered

Data compiled

Chapter V written

June 1983: Report submitted to Nova University

Chapter V

A. Presentation and Analysis of Results

As previously stated in Chapter Three, Section A, this practicum was designed to "improve and increase awareness of responsible citizenship in the students of grades K-3 at Tangelo Park Elementary School." For this goal to be achieved it required that teachers become knowledgeable of teaching strategies that impart an awareness of law-related concepts. In a questionnaire the teachers were asked the same eight pre and post questions relating to law-related instructions. Table 6 gives the results of the pre and post data compilation. (See Appendix E for complete questionnaire).

Table 6. Pre and Post Teacher Questionnaire Responses

1. Are you aware of the countywide law awareness materials available to you?

	Pre	Post
Yes	0	12
No	12	0

2. Do you teach a law awareness unit during the year?

	Pre	Post
Yes	1	12
No	11	0

3. Have you used role-playing to increase pro-social behavior?

	Pre	Post
Yes	6	12
No	6	0

4. Do you think that the children you teach are aware of the danger to society of drug misuse?

	Pre	Post
Yes	7	12
No	5	0

5. Do you know if your students know the emergency telephone number to use if a crime occurs?

	Pre	Post
Yes	4	12
No	8	0

6. Please list the activities, if any, that you had in your class during the school year.

Pre	Post	
3	12	A. Citizen of the week (month)
1	12	B. Lesson plans infusing law awareness into basic skills

C. Resource persons who talked to your class:

Pre	Post	
0	3	Judge
0	3	Lawyer
2	12	Police Officers
1	12	Art activities culminating with law awareness posters
0	12	Books available to students related to law
0	12	A class/school newspaper that feadures a law awareness section.
0	12	A Law Awareness Day featuring a play given by the students regarding citizenship.

7. What teaching "tools" have you used in law awareness instructions?

Pre	Post	
8	9	textbook
0	0	workbook
5	12	role-playing
7	9	learning center
10	12	discussion
1	12	newspaper
10	12	worksheets
0	12	films
	Other:	
0	12	filmstrips on law awareness
0	12	grade level group activities

Upon completion of the staff development inservice (See Appendix M for complete agenda) and implementation during the 1982-83 school year of a law education program investigation of the pre and post teacher questionnaire results indicate that there were significant gains made by the teachers in the area of knowledge of teaching strategies that impart an awareness of the law.

At the beginning of the school year none of the teachers were aware of the countywide law awareness materials available to them through the media center. The posttest results revealed that in May all teachers were aware of the available materials related to law education. One teacher taught a law awareness unit during the 1982-83 school year, while all twelve teachers taught the unit during the 1982-83 school year. Role-playing was utilized as a teaching strategy in all primary grades to increase pro-social behavior. Infused into the program design was a unit on the danger to society of drug misuse.

This author utilized commercial drug awareness books, filmstrips and films to introduce and reinforce the concept that medicine is for sick people: only sick people need drugs. The thrust of the drug unit took into consideration that drugs have become an integral part of life in our society. The proper use of medication enables thousands of people with diseases to live normal lives. Diabetics, people with heart conditions, lung disabilities, and

stomach disorders, and people with many other conditions use medicine continually in order to lead full, independent lives. Without such medication many of these people would die. Moreover, medicine used properly cures diseases that once were incurable and shortens other diseases, minimizing the damage they might do.

Used properly, drugs also minimize pain, assist in healing mental illness, help control allergies, help people reduce weight, and serve many other useful purposes.

Nevertheless, used improperly, these same drugs are extremely dangerous. Young children need to be taught that drugs, though beneficial when used correctly, can be extremely dangerous when used incorrectly.

This author's intent of the drug unit was to encompass six objectives. They were:

1. To introduce and reinforce the concept that medicine is for sick people: only sick people need drugs.

2. To help children understand the importance of using medicine when it is needed.

3. To help children understand how helpful medicine can be when it is used wisely.

4. To help children understand the reasons for avoiding unwise use of medicine.

5. To warn against eating or drinking from medicine bottles.

6. To discuss the proper uses, benefits, and also the

dangers of specific common medicines, so children will know how to use them safely and how to guard younger children in their families against accidentally taking medicines.

A film that addressed these objectives, and that this author believes should be included in a program designed for Law Education, is Sniffy Escapes Poisoning. (Perennial Education, Inc. 16mm. Color) In this film, Bill decides to give his dog Sniffy some medicine from the medicine cabinet. The pills and other medicines become animated and sing to Bill about not taking them unless they are given my Mom or Dad. The film speaks directly to the child, explaining why he should not take medicines and unknown substances himself nor from anyone except Mom or Dad.

The use of the telephone to call for help (#911) in a emergency situation was role played and stressed. This educator brought the telezonia program to all grades K-3 which included the teletrainer (two activated phones with a loud-speaker unit), wall charts on "What To Do In An Emergency," activity masters and the film "Telezonia." This lesson was easily infused into the language arts curriculum because it helped improve speech and listening habits. Good communication on and off the telephone depends on clear speaking and attentive listening and understanding. The children were prepared to recognize emergency situations and trained to get help by telephoning quickly and easily.

There was an increase of various classroom activities that teachers utilized while implementing the law awareness program that were not used by the teachers the previous year. Having a citizen of the month was an activity carried out in all classrooms K-6. The citizen of the month was chosen by teacher and students. The outstanding citizen was to have shown the beginnings of being a peacemaker and problem solver of classroom concerns. The criteria for the student of the month was:

1. Students should be thoughtful of their friends, classmates, teachers, and all adults.
2. Students should respect the property of others.
   a) Property of the school
   b) Property of friends, classmates and property in the school and community.
3. Return lost property, and seek to find the owner.
4. Students should follow directions of the teacher and substitute teacher.
5. Students should be responsible for his/her learning.
6. Students should obey the school rules. (These rules are read during each day's morning announcements).

Each class discussed the meaning of all six points and set their own guidelines; thus, there were differences in criteria from kindergarten to sixth grades that took into

consideration the students growth and development stage.

The media specialist had a department in the library devoted to law awareness that consisted of a wide-ranging section containing themes of the country, holidays and why we celebrate them, school and community. These books were used to enrich the curriculum and to entice children to read and learn. The books also served as a focus for activities, discussions and research and in general, deepened youngsters' awareness of themselves and their world.

Teaching "tools" that were utilized during implementation of this practicum were: role-playing, learning centers, discussion, the local newspaper, worksheets, films and filmstrips.

At this point in the practicum this author would like to present the monthly themes for the Law Awareness Program with the guidance and curriculum activities. This author developed the themes and activities to meet the needs of the students in K - 3. The teachers were present in the classroom while the author presented a half-hour lesson each month. This enabled the teachers to develop the theme throughout the month during instruction time, and to supplement the activity during social studies with learning centers, discussions, mime, role playing, and other enriching activities. Table 7 displays the monthly themes, competency, curriculum development and activities; the

Table 7
Monthly Themes, Competencies and Activities for Law Education
Grades K-3

Month	Theme	Competency	Curriculum	Activity
September	Staff Development			
October	Membership in a group: The Family	Cooperating	Vocabulary Development Language Sets	Filmstrip: Law Awareness: Family and Responsibiliby
November	Responsibility: The School	Making Judgement	Math: graphing citizenship behavior	Song and mime
December	Citizenship: The Community	Assessing Involvement	Language Arts: Article for School Newspaper	1) Citizen of the month 2) Community Resource Persons 3) School Newspaper
January	Careers in Law-Related Professions	Promoting Interests	Safety signs Emergency #911 Name, Address, Telephone number Law related terms	Career Education Units
February	Facts about Drugs	Making Decisions	Language Arts: Sentences and Paragraphs	1) Officer Ugg 2) Thee Door Resource Person
March	Sharing in Justice as Americans	Communication	Language Arts and Art: Poster Contest; Essay Contest	Entered students in Orange County Bar Association Poster/Essay Contest
April	Responsible Citizens act Responbsibly	Acquiring and Using Information	Language Arts and Mime	Schoolwide Play "Play a part in Crime"
May	Review	Review all Competencies	Post Assesment Test	
June	Evaluate Program			

competency is taken from Handbook of Basic Citizenship Competencies published by the National Institute of Education, U.S. Department of Health and Human Services. (See Appendix N for complete list of competencies).

The curriculum infusion and the activities have been designed to begin the foundation whereby children will move away from perceiving law as restrictive, punitive, immutable and beyond control and understanding of the people affected toward perceiving law as promotive, facilitative, comprehensible and alterable. This author desired the children to grow away from being egocentric and indifferent toward others to becoming empathic, socially responsible and considerate of others.

The Weekly Reader Skills Book on "How To Be A Good Citizen" is a reading program that is designed for use in the kindergarten and grade one which focuses on the critical behavior concerns of the young child. This author utilized this program as part of the curriculum infusion because the lessons involved the students in appropriate behaviors for everyday school and life situations. Each topic helped students think critically about their own behavior while including language arts exercises and activities that reinforced vital reading skills. (See Appendix O for permission to reproduce and Appendix P for a sample lesson).

Role playing and mime played an important part in the

activities stressing responsibility. This author, in collaboration with the guidance counselor, wrote words and melody for the chorus of a mime activity. The class sang:

I am responsible you are, too.
Here's one way that I'll show you:

One child then mimed a responsible action (e.g. picking up litter, lending a pencil, etc.) and the student who correctly answered his/her mime had a turn to act out his/her own mime.

Two other musical compositions were written by the guidance counselor that this author would like to insert at this time because it enhanced the themes of cooperation and law awareness.

The following narrative was said by the students in a sing-song fashion and stressed family membership and responsibilities and was followed by discussions on how each person could be a better member of a group.

Cooperation

Co-operation -- to get the work done,
Co-operation -- to have some fun,
Co-operation says I'm willing to be,
An active member of my family.

When the house is untidy and the dishes need done,
And I want to go and play in the sun,
Get the family together, we'll all do our best,
Working together, and then we can rest.

The song "Be Aware" became our theme song for our Law Education Play. The play was a culminating school-wide activity that reviewed all of the Basic Citizenship Competencies. (See Appendix Q for the packet, "Play a Part in Crime Prevention").

BE AWARE

Chorus

Rights, Responsibilities,
We have our laws, responsibilities
If you're a citizen who really cares,
You'll be aware of our laws,
You'll be aware.

Verse 1

Responsibility is really our aim,
Using excuses is only a game,
doing what you know you really should do,
Makes a mighty fine citizen,
How about you?

Verse 2

Rules and regulations are made so you,
Can live in this world knowing what to do,
If you know its the law and you don't obey,
You deserve to have your rights,
Taken away.

Verse 3

There are problems in the world, still unsolved,
Let's care, let's join, let's vote,
    come on and get involved,
Let's think about each other as a family,
And help make the USA the best place to be.

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Thus, activities such as role playing, mime, songs and discussions played a vital role in supplementing basic skills in language arts. Upon investigation of the results of the teachers post questionnaire it may be stated that the standard performance set forth in Chapter Three, Section B which states that "... a positive evaluation will be one in which six or more respondents reported having greater understanding of various law related activities..." is not only met, but surppassed.

The second terminal performance objective listed in Table 4 was that "...teachers will implement one career education unit within a nine week period utilizing an academic interdisciplinary approach." The assessment instrument was a career education evaluation checklist at the conclusion of the implementation of the career unit. Table 6 is a compilation of the results of these checklists. (See Appendix F for complete checklist).

A positive evaluation is one in which six or more teachers implemented a career unit. All twelve teachers infused at least one career education unit in their teaching, thus, this performance was not only met, but surpassed. (See Appendix R for complete career unit on a police officer). Table 8 displays the career education checklist results.

The career of a Police Officer was developed in all grades K-3 and the career related objectives were to list

Table 8

Career Education Checklist Results

Grade	Teacher Code	Units
K	01	Nurse Police Officer Firefighter
K	02	Scientist Police Officer Firefighter
K	03	Oceanographer Police Officer Firefighter
1	04	Farmer Police Officer Medical Careers
1	05	Meteorologist Police Officer Medical Careers
1	06	Firefighter Police Officer
2	07	Nutritionist - Baker Police Officer Telephone Operator Bank Teller
2	08	Police Officer Cashier
2	09	Community Helpers Police Officer
3	10	Newspaper Editor Police Officer Attorney
3	11	Meteorologist Police Officer Attorney
3	12	Judge Police Officer Attorney

the qualifications for police work, list five duties of police officers, list advantages and disadvantages of the job of a police officer, describe three personal characteristics desirable in a police officer and list three special pieces of equipment used by a police officer.

Other careers were infused into the social studies curriculum (community helpers), science curriculum (scientist, oceanographer and meteorologist) health unit (nurse, nutritionist), math curriculum (Bank Teller, cashier) and language arts (telephone operator and newspaper editor).

Thus, the teachers' second terminal performance objective was not only met, but surpassed.

Community involvement was the second area of concern to this author. The expected behavior was that the community would demonstrate involvement in assisting students to become aware of the law and citizen responsibilities. This author is pleased to report that over 40 community officials and/or representatives from various businesses and law agencies came to Tangelo Park Elementary School to speak with the students. The following data is a list of some of the subject areas that resource people discussed with the children of Tangelo Park Elementary School; thus surpassing the expected terminal performance of having at least five community resource personnel come to the school.

The Judge: What is the Court-System
The Police Officer
The Lawyer: What Does He/She Do?
The Journalist
Military Careers
Meteorologist
The Banker
The Pharmacist
Careers in Computer Technology
Data Processing: What is it?
High School Principalship
Careers in Realty
Merchandise Manager
Engineer
Environmentalist
The Professional Athlete
Cosmotologist
Business World: Own your own business
Careers in Southern Bell
Firefighters: We service the community
The Nurse: A Career for Men and Women
High Technology: Laser Materials
Professional Clown
Officer Ugg!

Since this practicum is concerned with law education, the checklists for persons directly involved with the law will be tabulated. Table 9 is a result of the assessment instrument utilized to show community involvement. (See Appendix G for complete checklist for resource persons).

Table 9

Community Involvement: Resource Persons in Law-Related Careers

Grade	Law Related Career	Number of presentations per grade
K	Police Officer	3
	Officer Ugg!	3
	Firefighters: Obey the laws for safety	3
1	Police Officer	3
	Officer Ugg!	
2	Police Officer	3
	Officer Ugg!	
	Firefighter	
3	Attorney	3
	Judge	3
	Police Officer	3

The community became involved in the educational process to a high degree never before attained at Tangelo Park Elementary School. In past years an average of four representatives came to the school to discuss their careers and/or various community agencies to the students. Between September and June of the 1982-83 school year, no less than forty-seven resource persons came to speak with the teachers and students at Tangelo Park Elementary. The faculty began to become aware of the benefits of community involvement and as a result of this awareness, the Martin-Marietta Corporation was approached to "adopt" Tangelo Park Elementary School. This adoption would enhance children's interest and motivation to learn by supplementing the existing computer hardware equipment by donating computers, sending computer technicians to instruct staff and students on the value of the technological age and to select students with potential to become engineers and guide them through course selection from elementary to senior high school grades. This adoption idea was well received by Martin Marietta Corporation, the faculty of Tangelo Park Elementary and the Orange County School System. Meetings are presently taking place between school and corporation to develop goals and objectives and assessment instruments to select potentially talented math and science students. This author is involved in the Task Force on Corporation Adoption and

believes that the results of this cooperation will add a positive dimension to public school education.

For further community involvement this author contacted three elected political officials who stated an interest in both education and juvenile justice. The three elected officials were: Robert Graham, Governor of the State of Florida; Thomas B. Drage, Jr., House Representative of the 42nd District of the State of Florida; and Bruce Mc Ewan, House Representative of the 38th District of the State of Florida.

This author made the political contacts to seek current data regarding juvenile crime and what programs the elected officials have established to prevent criminal activity in the young. (See Appendicies S,T, and U for letters from elected officials.)

During implementation of this practicum, the city of Orlando established the Orlando Crime Prevention Commission, Inc. and created a committee of Youth Education. This author was requested by House Representative Bruce McEwan to contact this Commission to become a member and/or advisor on the committee of education. (See Appendix V for Organization Chart of the Orlando Crime Prevention Commission, Inc.)

The second dimension of community involvement was that "... parents will demonstrate involvement in their child(ren)'s law awareness development." This author

conducted an evening meeting with parents emphasizing parenting skills that will increase their child(ren) taking responsibility for their actions and academic work. After this session a packet of Law Awareness Activities was sent home and a questionnaire was attached.

Parent involvement had been minimal at Tangelo Park Elementary. When this author planned a parent workshop on Law Awareness she chose an evening at the close of the second marking period so that after the presentation report cards could be distributed to the parents. This gave the parents an opportunity to schedule a teacher/parent conference. Included on the agenda was a short music program consisting of the recorder group and songs by selected grades. (See Appendix R for Parent workshop agenda). The results proved positive because 152 parents attended. 250 questionnaires were sent home to the parents of the children in grade K-3 and 57 were returned. This is approximately a 20 percent response. This author would like to have had a better response; however, last year for her Practicum I Report there was a 7 percent parent response from the same school. When one compares the 1982 parent response with the 1983 parent response there is a 13 percent increase in the amount of respondents. Table 10 is a compilation of the respondents responses question by question.

Table 10

Results of Parent Questionnaire

n = 57

1. The Law Awareness Program that is being accomplished at Tangelo Park School is a valuable program for the students.

   Yes: 57 No: 0 No Response: 0

2. I would like to see Tangelo Park Elementary School apply for a continuation of the Law Awareness Grant for the 1983-84 School year.

   Yes: 57 No: 0 No Response: 0

3. The School newspaper is a good way for children to develop writing skills and I would like to see this project continued.

   Yes: 57 No: 0 No Response: 0

4. This Law Awareness session has been helpful.

   Yes: 41 No: 0 No Response: 6

5. I would like to attend more sessions about curriculum, school projects and how I can reinforce skills at home.

   Yes: 42 No: 11 No Response: 4

6. I would be interested in attending a small group afternoon session with the guidance counselor for parenting skills.

   Yes: 27 No: 16 No Response: 14

Analysis of the results of the returned questionnaires revealed that all respondents thought that the Law Awareness Program was valuable and wanted it continued. The school newspaper was cited as a positive school activity. 41 parents thought that the Law Awareness Session was helpful (no one stated it was not helpful) and 42 respondents wanted additional curriculum sessions. 27 parents noted their interest in attending a small group afternoon session with the guidance counselor for parenting skills.

A positive evaluation would be one in which 70 percent of the respondents reported having been helped by this workshop. The results indicated that 72 percent of all respondents stated that the parenting session helped, and 100% of the respondents answering that question stated the workshop aided them in developing citizenship skills in their children; therefore, the standard performance was not only met, but surpassed.

The third area of concern, and of great importance, was the student body of Tangelo Park Elementary School. The expected behavior was that "... given a set of situations regarding classroom citizenship the students will be able to explain what it is to be a good citizen." The verbal pre and post test was administered to one class in each grade K-2. (See Appendix H for complete test) Table 11 is a question by question compilation of the responses of the pre and post testing results.

Table 11

Verbal Test Responses on Law Awareness for Grades K-2

1. What is another way of saying

"You are Ms_____'s class?"

Grade	Pre Assessment	Post Assessment
K	Hi Good Morning	We're Friends We are a school family We're Miss Packard's children We are a Class family We're a Group We're a Team
1	We're a Good Class We're Quiet We're Fighting Class	We're a School Family We are a Class Community
2	We're Students The Second Graders I don't Know	We are a School Community We are a School Family We are a Class Community

2. What can you do to help this class be a better classroom to be in all day?

Grade	Pre Assessment	Post Assessment
K	Be good Quiet Watch films Clean	Be Quiet Be Friends Listen well Be good
1	Do work Read Learn Work on Pumpkins Clean Good Quiet in Lunchroom	Be quiet Listen Do Your Work Follow Directions Clean up your mess Be Still Keep to yourself Help others Read quietly Be courteous
2	Do like our homework Do your work Try to keep room clean Put name on paper Line up Be quiet	Listen carefully Do Your Work Be nice to each other Be good Be a good citizen Follow directions Pay attention

3. What are some things that you should do to be a good Kindergartener, first or second grader?

Grade	Pre Assessment	Post Assessment
K	Clean up Get in Line Do what teacher tells you	Share Be nice Listen Play together Work Do good work Be courteous Play safely
1	Good lineleaders Hands to self When walking to school don't walk on other's property	Listen Do work Don't be loud Don't disturb Sit up tall Be a good citizen
2	Like... I can't tell you Do your work	Be kind to others Keep hands and feet to self Don't be a Willy Nilly Obey the teacher Be quiet

4. What does the word citizen mean?

Grade	Pre Assessment	Post Assessment
K	Sit on your bottom Put hands to self Clean up	Us We are Kids Family Everybody People
1	Bad Good Work Kind to others Good Writing	Person Man Lady Child Family School Family
2	Don't rob banks Don't fight Don't be bad Be good Don't argue Don't push or shove Don't throw food Don't give food away	Yourself Person People Children Parents Teenagers Big people American Voter

5. How would you describe a good citizen?*

Grade	Pre Assessment	Post Assessment
K	I do +Listening Sarah Ebony I don't know 10%	+Share +Listening +Do what teacher says +Share together +Nice +Holds things +Listen to Mom and Dad +Be a good kid 80%
1	+Lends a pencil Be a Teacher "me" 10%	+Do work well +Listen +No Talking +Finish +Don't chew gum in class +Don't spit at anyone +Help someone who needs it 70%
2	+He be helping with work +Don't steal 20%	+Obey rules +Obey teacher +Be nice +Don't fight +Be polite +Be courteous +Vote on election day +Read the news-paper +Know what's going on +Try to make peace 100%
Average	13%	83%

* Each correct response was given a score of 10%.

6. Who is a good citizen in your class? Why?

Grade	Pre Assessment	Post Assessment
K	Call bad names Don't know Keep quiet	Vernon - he's good quiet, listens, nice I am and Sarah is Becase we share things and play with others Diane and Denise - good listen do what they're told
1	Holly: She gives her pencils to us Teacher: She helps us	Sharon - quiet good help Holly - good work Falecia - didn't get mad
2	Chris: he don't Steal Rodney: he be helping with work Deondra: she shares	Tony - he obeys, and did what he should April - obeyed Andrea - follow rules, listens Deondra - follow directions

Upon completion of the analysis of the pre and post assessment questions, it is evident that the students in grades K-2 began to develop a feeling of community and oneness of purpose. All grades referred to their class as a "school family" and/or "class family". It is noteworthy to state that the kindergarten class referred to themselves as a "team." If this attitude develops over the years of elementary school, this author expects to witness a greater school pride in the students as well as being reflective decision makers and problem solvers who make grounded commitments.

The analysis revealed that children began to perceive themselves as having potential to control and contribute to the social order of their world, the classroom, as well as seeing the correct and incorrect behavior as issues all citizens can and should address. The children's concept of "citizen" at the start of implementation was good actions. The post assessment showed a new concept emerging that meant a citizen was a member of a state or nation who had rights and privileges. All classes in grade Kindergarten, first and second showed a growth in explaining what it is to be a "good citizen." Growth was evident by comparing the pre-assessment responses: listening, lends a pencil, helping, not stealing to the post assessment responses of: obeying rules, not fighting, being polite and courteous, voting, reading newspapers and becoming a peacemaker. The

terminal standard performance was evidence of a 20 percent growth; therefore, the expected behavior was not only met but surpassed with a compilation increase of 70 percent more knowledgeable responses. Is it possible that the Hawthorne effect had something to do with the high achievement of posttest sources? How much, if any, would be impossible to ascertain.

The third grade students were given a two-part pre and post assessment instrument. Part I was a multiple choice response for ten law related terms. (See Appendix I for complete test for third graders) Table 12 is the results of a compilation of the vocabulary test results and Table 13 lists the law related terms in order of recognition.

Table 12

Pre and Post Third Grade Results of Vocabulary Test

N = 72

Word	Pretest Correct responses	Posttest Correct responses	Posttest Student Increase of Correct Responses	Posttest Percentage of Increase
responsibility	34	59	+25	+34%
courtesy	37	67	+30	+41%
meddling	25	60	+35	+48%
community	34	62	+28	+38%
obligation	23	47	+24	+33%
jay walk	18	59	+41	+56%
consequences	18	26	+ 8	+11%
democracy	21	41	+20	+27%
juvenile	27	55	+28	+38%
criminal	34	64	+30	+41%
Average	27	54	+26	+36%

Table 13

List of Law Related Terms in Order of Recognition

Pre Test	Percentage of Recognition	Post Test	Percentage of Recognition
courtesy	51%	courtesy	93%
community	47%	criminal	88%
criminal	47%	community	86%
responsibility	47%	meddling	83%
juvenile	37%	jaywalk	81%
meddling	34%	responsibility	81%
obligation	31%	juvenile	76%
democracy	29%	obligation	65%
consequences	25%	democracy	50%
jaywalk	25%		
Average Score	37%	Average Score	74%

There was a 36 percent increase of the total average score from pre to post assessment. This surpassed the terminal criteria performance which expected for a 20 percent growth. Seven of the law-related terms had a compilation score of 75 percent or better, while three words ranged from 36 percent to 65 percent. The words that caused difficulty in definition were: obligation, democracy and consequences. This author would like to note that 31 percent of the students knew the meaning of obligation at the pre test while 65 percent mastered it on the post assessment, thus, showing a growth of 24 percent. The term democracy had a 27 percent increase from pre to post and consequences had an 11 percent improvement.

Part II of the Pre and Post Assessment required verbal responses to six questions concerning a story about a young boy witnessing crimes committed by his classmates. (See Appendix I for complete story). Table 14 displays the results of both assessments.

Table 14

Results of Grade Three Pre and Post
Law Awareness Assessment

1. How did Tony's father feel about the break-in in the school library.

Pre	Post
Mad, angry sad, unhappy	Sad, angry, mad, "who did did this?" terrified, ashamed, upset, frustrated, awful, unhappy

2. Why didn't Tony tell his father what he saw while he was in the car on the day of the break-in?

Pre	Post
Tony was afraid, scared of the boys.	Tony was afraid the boys would hurt him. Tony doubted that the boys did the damage.

3. How do you think Tony's father acted after Tony told him about what he saw?

Pre	Post
Mad that Tony didn't tell before.	Tony's father asked him why he didn't tell sooner. Tony's dad said, "I am proud you told me now."

4. How did the parents of the boys who broke into the library feel when they were told what their sons did?

Pre	Post
Sad, mad, angry	The parents felt: angry, disappointed, mad, unhappy, frustrated, upset, terrible, embarrased.

5. What do you think happened to the boys?

Pre	Post
paddled, suspended from school had to stay in after school.	Suspended from School; Went to detention home; were punished; went to court; saw the judge; the police came; met with an attorney; had a jury; were defended in court; went to jail.

6. What do you think was a more serious crime:

breaking into the school library
or
doing physical harm to the little girl?

Pre		Post	
80%:	breaking into the library	50%:	breaking into the library
20%:	harming girl	50%:	harming girl

Analysis of the results of the second part of the third grade pre and post assessment instruments showed a growth in the students development in a reasoning process which enabled them to critically analyze issues. The students expressed greater insight into the feelings of the parents of the boys who committed acts of violence by stating that the parents felt frustrated, embarrassed, disappointed, terrible. These feelings were not present on the pre test data.

Knowledge of the consequences of crime was a positive result from this Law Education Program when the post test responses revealed that the third grade students knew that crime was punishable by the court, and the people involved in crime sentencing and court procedures were the judge, the attorney, and the jury.

The pre assessment data stated that 80 percent of the children thought that breaking into the library was more serious than harming a person. The post test had half of the students assessing that breaking into the library was more serious. Thus, 30 percent of the students reassessed their first decision and changed their judgment on which was the more serious crime.

The school newspaper was a very successful vehicle for reporting to the community and to parents the creative writing talents of the students. This was a schoolwide project which had grades K-6 participating. (See

Appendixes W,X, and Y for school newspaper editions). The newspapers listed the "Citizen of the Month" as well as written work from grades 1-6 on citizenship.

CHAPTER V

B. Conclusions Based on Data

A summary of the results of this practicum would indicate that all of the goals were successfully attained. The teachers became aware of law awareness materials and all students participated in a law education unit experiencing such activities as role-playing, mime, discussion and viewing films. Career education units were utilized in all classrooms with curriculum infusion being an important part of each unit.

Community involvement increased dramatically and concluded with the school participating in a program whereby a local business will "adopt" Tangelo Park Elementary School and support it with itinerant resource personnel and computer hardware.

The students had an increase of knowledge in law related vocabulary terms and the importance of their membership in the family, school and community units. Third graders also understood the functions of the judge, attorney and jury.

The school newspaper became an important part of sharing citizenship skills with the community as well as a vehicle used to increase creative writing skills.

This author is pleased to report that the teachers, students, parents, and elected officials as well as the Orange County School Board approved of the implementation

of this law education program and requested this author to seek state funds for the 1983-84 school year to continue development of a citizenship unit at Tangelo Park. (See Appendix Z for grant packet for 1983-84).

CHAPTER V

C. Recommendations

1) Patience, time, effort, planning and commitment are needed to develop and implement a program to increase citizenship skills in children.

2) School based inservice is of utmost importance. School goals and objectives can be decided upon at the beginning of the inservice planning. This author suggests that a cadre of teachers be familiar with the new materials that have been developed for law education on the elementary level and become aware of the educational philosophy that includes law studies as a top priority in the curriculum of young children.

3) The school personnel should investigate private and public contests (essay, poetry, poster, etc.) that have citizenship as its theme in order for their students to participate.

4) The local Bar Association should be requested to send speakers to the school to explain the judicial system to students.

5) A parenting program discussing the family's role in developing citizenship skills as well as increasing the child's responsibility toward group membership is a necessary inclusion in a Law Education Program.

CHAPTER V

D. Dissemination

This author presented a 60 minute presentation of this program design at the Southeast Conference on the Social Studies in Jacksonville, Florida on March 26, 1983 (See Appendix AA for program booklet), and was requested to make a presentation of the program at the Orange County Principal's meeting. This educator was also requested to assist other elementary schools in designing a law awareness program and to conduct inservice seminars disseminating this program during the 1983-84 school year in Orange County.

Epoch Magazine requested this author to write an article, to be published in the Fall of 1983, about parenting methods that increase citizenship.

The school was cited by the Orange County Bar Association for developing a law program and was presented a placque of commendation for having two of its students receive awards for the poster contest on "Sharing in Justice."

It is the hope of this author that the professional growth attained this year by, not only herself, but by teachers who participated in implementing this practicum, will continue to grow and will be the impetus that will cause students to become responsible citizens of the Twenty-first Century.

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